



## Pendle Community High School & College Physical Education Policy

### **Document Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of P.E. The policy draws together National Curriculum guidelines and statutory requirements for Key Stage 3 (and where appropriate KS1 & KS2) & accreditation content for Key Stage 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate. For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Learning for P.E. which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught. This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

### **Audience**

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

### **Overview and Aims (Intent)**

At Pendle Community High School, the PE curriculum is designed to include a range of activities that develop motor competence, knowledge of rules, strategies and tactics and encourage participation from pupils within their physical capabilities. The curriculum provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities are provided to compete in sport and other activities to build character and help embed values such as fairness and respect. Pupils will be taught skills to cooperate and collaborate with others as part of an effective team, how to keep themselves safe e.g. learning to swim and using equipment safely and how to maintain a healthy lifestyle.

The national curriculum for PE aims to ensure that all pupils:

- develop motor competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

The P.E. curriculum sets high expectations and is designed to provide appropriate challenge to all pupils.

## **Cultural Capital**

The P.E. policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key components of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain. In addition, the P.E. curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school.

These opportunities include but are not limited to:

- taking part in individual and team sports events, tournaments and competitions e.g. football, boccia, swimming, curling and sailing
- inter-school tournaments and competitions
- sports clubs e.g. fitness gym, yoga studios, cricket
- whole school projects e.g. Erasmus Every Move counts
- opportunities to take part in initiatives and work with community partners e.g. Bikeability, Burnley FC in the community
- visits from professional and amateur sports persons
- sailing
- national initiatives e.g. Youth Sports Trust
- sports day
- fundraising e.g. Sports Relief

## **Implementation**

P.E. at Pendle Community High School is based on different topics throughout the year but planned so that pupils can achieve depth and progression in their learning. Clear identification of knowledge and skills are mapped accordingly throughout the school. Existing knowledge is checked prior to the commencement of each topic ensuring that teaching is planned accordingly from the pupils' starting points as identified through the assessment system.

P.E. is well resourced and specific resources are mapped to specific groups and topics to support effective teaching and learning. The local area is fully utilised to achieve the desired outcomes with extensive opportunities for learning outside the classroom embedded in practice.

The curriculum is further enhanced by participation in numerous sporting tournaments with other schools in the local area and after school clubs. Staff supervise sporting activities at breaks and lunchtime, this includes sports such as football, basketball, cricket and netball.

All lessons follow a consistent format including

- an introduction and warm up, skill development and plenary
- opportunity for pupils to perform and feedback
- using subject specific vocabulary that builds on previous learning/year groups

Pupils are supported to develop their fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are supported to be able to engage in competitive

(both against self and against others) and co-operative physical activities in a range of increasingly challenging situations appropriate to their individual physical abilities. Pupils will participate in team games, develop simple tactics for attacking and defending and use a range of tactics to try and outwit their opponents.

- Individual and team games such as football, basketball, netball, rugby, rounders and cricket are taught to develop the technical performance, tactical awareness and knowledge of the rules governing the game within our pupils.
- Dance and movement are taught to develop techniques and to perform them accurately and consistently. They will be required to create, plan, perform and evaluate sequences on both the floor and using apparatus.
- Outdoor Adventure Activities (OAA) are taught to develop problem solving, navigating skills, team work and trust.
- Athletics is taught using prior procedural knowledge through a range of running, jumping and throwing techniques.

In all activities, pupils are supported to improve on past performances to achieve their personal best.

### **Meeting the needs of all pupils within P.E.**

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within P.E.

**Independent learners** follow a curriculum that is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving, teamwork and involvement in outdoor adventurous activities and invasion games.

**Supported and experiential learners** follow a physical development curriculum which involves physiotherapy, hydrotherapy, rebound therapy, MOVE and individual bespoke physical development programmes

### **Time Allocation / Cross-Curricular Links**

The subject of P.E. is allocated the appropriate amount of time, taking into account NC guidance, to provide all pupils with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

Literacy	Using the correct terminology to describe actions and skills. Follow instructions.
Numeracy	Use of directional and positional vocabulary
Digital Literacy	Through collecting, analysing and interpreting data to evaluate performance and identify priorities for improvement.
Cooking	Through discussing healthy food options
Science	Through learning about the human body, bodily functions and healthy lifestyles.

## **Impact**

As a pupil progresses through the school, they develop an understanding and appreciation of various sports and how they contribute to a healthy lifestyle. Skills and knowledge taught in PE are transferable and support pupils to be more independent, safe and carry out daily tasks more comfortably. Participation in team games supports pupils to become more confident socially in knowing how to set up games, understand rules/ tactics and decision making. Pupils also develop more resilience by aiming to achieve personal bests and to participate to the best of their ability.

Teachers have high expectations and evidence of this is demonstrated in progress data and KS4 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in sports days and inter-school competitions.

Pupils further develop their abilities in the 4 key components of the curriculum as well as discovering personal talents and interests. Some pupils will become more confident in analysing their own performance and abilities. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community. This is enhanced by visitors to school, educational visits which provide opportunities for further relevant and contextual learning.

## **Assessment, Recording and Feedback**

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 Record of Achievements and accreditation.
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

## **Annotation and Feedback**

Pupil's performances, actions and skills are photographed then annotated. The name, date and annotation are written by staff. The annotation includes achievements accomplished, sport and level of independence and any staff input. This is done in accordance with the annotation & marking policy and informs future planning and delivery of lessons whilst providing evidence towards pupil assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the pupil to gauge their progress and success immediately. This allows pupils to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Members of staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress.

## **Role of the Subject Leader**

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of P.E.
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of P.E.
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the P.E. curriculum has a positive effect on all pupils with SEND
- ensure that the P.E. curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that all pupils feel connected, and acknowledging that we all connect differently. Therefore, enabling a total communication approach that supports pupil to connect in the right way for each individual.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the P.E. curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in P.E.
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the head teacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. e.g. conducting risk assessments for the competitions and ensuring students know how to safely use equipment.


**Appendices:**

1. Subject Maps for Key Stages 3 & 4
2. Schemes of Learning

**Links with other policies**

- Physical Development Policy
- Curriculum policy
- Annotation and Marking Policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety Policy appendix for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

<b>Policy updated:</b>	September 2024
<b>Policy approved by governors:</b>	October 2024
<b>Review Date:</b>	September 2025
<b>Signed:</b> T Ashton, Chair of Governors	
<b>Signed:</b> D Grogan, Head Teacher	